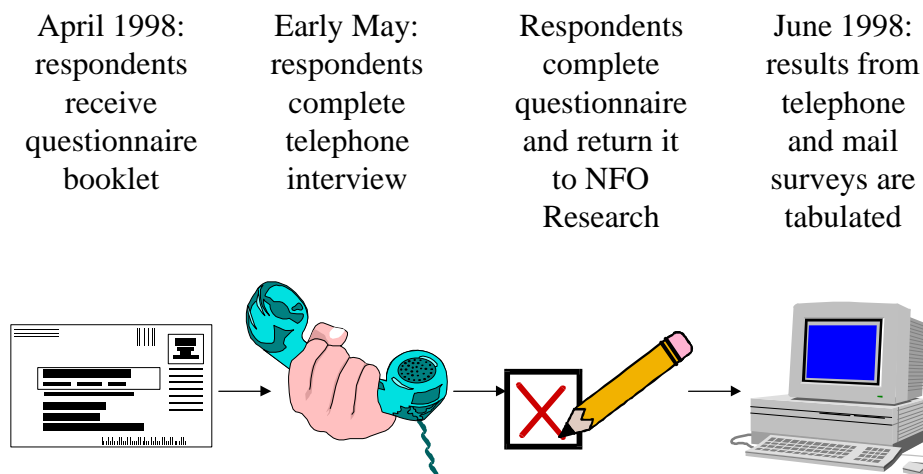


## Telephone and Mail Questionnaires

The main portion of the CLI quantitative study was composed of 1) a telephone interview, followed by 2) a self-administered 8-page mail questionnaire. The telephone interview was used to collect information that would have been difficult to collect without direct interaction with an interviewer (e.g., having the respondent state where certain label sections were located). Telephone interviewers also allowed for clarifications and follow-up probing of responses regarding comprehension. Questions on the phone survey were rotated so that any order bias or “question fatigue” would be avoided. The mail questionnaire was used to collect a large amount of detailed information that could not be collected over the telephone due to time (i.e., length of interview) considerations. The telephone interview also asked consumers for “top of mind” responses to mimic actual consumer behavior (e.g., exercise of choices and capabilities) when they encounter the label both in the store and at home.

There were three different versions of the survey: one for household cleaning products, one for indoor insecticides, and one for outdoor pesticides, with the bulk of questions being identical on all three. In April 1998, participants were sent *one* version of the questionnaire booklet, along with a letter of instruction and a “mock” label (for use in both the phone and mail portions of the study). The mock label was representative of a typical product label for the product category for which respondents were selected. Participants were instructed to await a telephone call before completing the self-administered mail questionnaire. After allowing time for mail delivery, respondents were contacted by phone in early May and asked to complete a 10-minute telephone interview (average time), with responses collected using a computerized telephone questionnaire. After completion of the telephone survey, respondents were then instructed to complete the 8-page mail questionnaire and return it to NFO Research. After one month for completion and return of the self-administered mail questionnaire, returns were closed in early June 1998, and all results from the telephone and mail surveys were then tabulated. Only results from those completing both the telephone and the mail portions of the survey were included in the final results.

### Procedure for Telephone and Mail Questionnaires



## Survey Questionnaires and Learning Objectives

The telephone and mail survey instruments were designed by the Core Group (quantitative research group) to address the learning objectives outlined at the beginning of this chapter. The learning objectives, questions from each questionnaire relating to that learning objective, and the *potential* action steps emerging from these questions are provided in Table 2-1.

In addition to the learning objectives, the Core Group developed the survey instruments to investigate consumer attitudes, behaviors, and understanding related to specific areas and issues, including:

- # *Consumer Education* — What other sources of information, besides the product label, do consumers turn to for information about the product?
- # *Product Ingredients* — Do consumers understand the ingredient listing on products and know how to use this information?
- # *Signal Words* — Do consumers understand the signal word hierarchy for CAUTION, WARNING, and DANGER?
- # *Storage and Disposal* — What are consumers' current storage and disposal practices?
- # *Precautionary Statements* — What are consumers' understanding and use of precautionary statements?

## Telephone Interview Outline

The telephone interview questionnaire used “mock” labels to ask questions related to consumers' comprehension of and ease of finding information on the labels. More specifically, the telephone questionnaire tested respondents' ability to locate key sections of the label, the accuracy with which respondents were able to locate these sections, and their opinions on the ease of finding these sections. Respondents also were asked what they thought certain language on the label meant, including specific key words and phrases. Finally, the telephone survey asked several demographic questions. (See Appendix 2-2 for copies of the phone questionnaires, and Appendix 2-3 for the mock labels.) Each interview was conducted by trained interviewers from NFO Research, Inc., and lasted approximately 10-12 minutes. At the conclusion of the telephone interview, the interviewer instructed the respondent to complete the written questionnaire in his or her own time and mail it back to NFO Research, Inc., once completed.

**Table 2-1: Learning Objectives, Survey Questions, and Potential Action Steps**

<b>Learning Objective</b>	<b>Questions Relevant to the Learning Objectives Addressed the Following:</b>	<b>Potential Action Steps</b>
1) Determine current satisfaction with the format and content of existing labels	<b>Telephone:</b> <ul style="list-style-type: none"> <li>• ease of locating key label sections</li> </ul> <b>Mail:</b> <ul style="list-style-type: none"> <li>• overall satisfaction with the current label</li> <li>• likes and dislikes of label sections</li> </ul>	If current labels are not meeting consumers' needs, provide general input on which sections need further revisions. Level of consumer dissatisfaction indicates strength of motivation for change, thus determining focus and degree of difficulty for education effort.
2) Determine consumers' hierarchy of importance of basic label information  3) Determine where on the label consumers expect to find label information	<b>Telephone:</b> <ul style="list-style-type: none"> <li>• ease of locating key label sections</li> </ul> <b>Mail:</b> <ul style="list-style-type: none"> <li>• where and how often consumers read sections of labels</li> <li>• information on labels that are the most and least important</li> <li>• where consumers expect to find information on labels, and which information they want to find most easily</li> <li>• where consumers expect to find recycling icons</li> </ul>	Make format recommendations, such as organizing information when needed in the store, before use, or in case of emergency.
4) Assess consumers' comprehension of current label language	<b>Telephone:</b> <ul style="list-style-type: none"> <li>• comprehension of language by label section</li> </ul> <b>Mail:</b> <ul style="list-style-type: none"> <li>• meaning of the recycling icons</li> <li>• likes and dislikes about label sections</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify terminology that consumers find difficult to understand.</li> <li>2. Recommend additional qualitative work with consumers to understand what terminology should be used, as appropriate.</li> <li>3. Recommend word changes (limited).</li> </ol>
5) Determine preference of FIFRA versus non-FIFRA labels (for household cleaner category only)	<b>Mail:</b> <ul style="list-style-type: none"> <li>• like and dislikes about label sections</li> <li>• consumers' preference for FIFRA and non-FIFRA labels</li> <li>• paired preference statements</li> </ul>	<ol style="list-style-type: none"> <li>1. Quantify whether non-FIFRA label is preferred to FIFRA language.</li> <li>2. Make word changes where possible.</li> <li>3. Make format recommendations, such as organizing information when needed in the store, before use, or in case of an emergency.</li> </ol>
6) Solicit consumers' reactions to standardized information on safe use, environmental, and health information	<b>Mail:</b> <ul style="list-style-type: none"> <li>• most and least important information to consumers</li> <li>• where consumers expect to find information on a label, and which information they want to find most easily</li> <li>• where and how often consumers read sections of the label</li> </ul>	<ol style="list-style-type: none"> <li>1. Provide direction on the types of information that could be standardized.</li> <li>2. Make format (location) recommendations.</li> </ol>

## Mail Questionnaire Outline

The mail questionnaires (see Appendix 2-4) were designed to address the following specific questions:

- # respondents' overall satisfaction with current labels;
- # when (i.e., in the store or right before use) and how often respondents read label sections;
- # if they do not read the label, why not;
- # most and least important information to respondents;
- # where respondents expect to find information on a label, and which information they want to find most easily;
- # respondent likes and dislikes about product label sections;
- # other sources (besides the label) for product information;
- # meaning of recycling icons, including what actions respondents think the icons are asking them to take, and where they expect to find these icons on the product packaging;
- # respondent preference for FIFRA versus non-FIFRA labels (for household cleaning product category only);<sup>3</sup>
- # respondent preference for FIFRA language and alternate wording;
- # respondent attitude toward reading product labels; and
- # respondent habits and practices, such as: products used; accident experience; current storage, disposal, and recycling practices; and the incidence of product category use and non-purchase due to confusion about the label.

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<sup>3</sup> Pesticides, disinfectants, and antimicrobial cleaners are subject to labeling requirements under FIFRA. Other products (i.e., in the case of products covered by CLI, non-disinfectant and/or antimicrobial household cleaners), are governed by other authorities. In the cleaner category, therefore, product labels are markedly different, depending on whether FIFRA or a different statute applies, even though the products in the bottle may be similar. For the CLI quantitative research, respondents in the household cleaners category were presented with a FIFRA and a non-FIFRA label to determine how each was perceived.